

**Manuscript version: Submitted Version**

The version presented here is the submitted version that may later be published elsewhere.

**Persistent WRAP URL:**

<http://wrap.warwick.ac.uk/115997>

**How to cite:**

Please refer to the repository item page, detailed above, for the most recent bibliographic citation information. If a published version is known of, the repository item page linked to above, will contain details on accessing it.

**Copyright and reuse:**

The Warwick Research Archive Portal (WRAP) makes this work by researchers of the University of Warwick available open access under the following conditions.

Copyright © and all moral rights to the version of the paper presented here belong to the individual author(s) and/or other copyright owners. To the extent reasonable and practicable the material made available in WRAP has been checked for eligibility before being made available.

Copies of full items can be used for personal research or study, educational, or not-for-profit purposes without prior permission or charge. Provided that the authors, title and full bibliographic details are credited, a hyperlink and/or URL is given for the original metadata page and the content is not changed in any way.

**Publisher's statement:**

Please refer to the repository item page, publisher's statement section, for further information.

For more information, please contact the WRAP Team at: [wrap@warwick.ac.uk](mailto:wrap@warwick.ac.uk)

Evaluation of the University of Warwick's  
outreach programme, UniTracks: The Warwick  
Young Achievers' Programme:

Report 3:

**‘Shooting the Past’, 2016**

Stephen M. Cullen

28<sup>th</sup> July, 2016

Centre for Educational Development, Appraisal and Research (CEDAR),  
University of Warwick





## Contents

1. Background .....	3
1.1 UniTracks and ‘Shooting the Past’ .....	3
2.The evaluation .....	6
2.1 The evaluation process .....	6
2.2 This report.....	7
3. Teacher views.....	7
3.1 Schools and support for UniTracks and Shooting the Past .....	7
3.2 The attraction of Shooting the Past, and engagement issues .....	8
3.3 Learning from teacher interviews.....	9
4. School students’ views.....	10
4.1 Launch day questionnaire .....	10
4.1.1 The Launch Day .....	10
4.1.2 Choosing to do Shooting the Past rather than Big Deal .....	10
4.1.3 Working in a Shooting the Past team .....	11
4.1.4 Expectations of taking part in Shooting the Past .....	12
5. Summary .....	12
Appendix 1a: Launch Day questionnaire: .....	13
Appendix 1b: School staff semi-structured interview schedule .....	1

## 1. Background

### 1.1 UniTracks and 'Shooting the Past'

UniTracks forms part of the University of Warwick's widening participation programme. It engages between 440-520 school students from Years 10 – 13 (ages 14 – 18 years) in a programme of outreach and widening participation events aimed at talented/highly able school students (top 10-5% nationally) from 23 schools. The participating school students all meet strict eligibility requirements relating, for example, to no parental history of higher education, residents of low participation neighbourhoods, and residents of areas of significant socio-economic deprivation. The overriding aim of UniTracks is to support school student members to successfully apply to the UK's most competitive, research intensive universities. The University has a background of being part of, and offering, widening participation programmes stretching back over a decade, and including the National Academy for Gifted and Talented Youth (NAGTY), and the International Gateway for Gifted Youth (IGGY)<sup>1</sup>.

Each of the UniTracks' cohorts are offered differing interventions, events and support for each year of their membership. For the Year 10 members, 2015-2016, the three events offered in their first year of UniTracks membership were, the Launch Day at the University of Warwick (14<sup>th</sup> November, 2015), the Big Deal Enterprise Challenge (Big Deal) Competition, and the 'Shooting the Past' Competition. The Big Deal competition is an established part of UniTracks, and earlier University of Warwick outreach work, and gives young people the chance to take part in a business and enterprise focused project. There was, however, an appreciation that some UniTracks students might like to take part in a

---

<sup>1</sup> For further details, and the evaluation role of the Centre for Educational Development, Appraisal and Research (CEDAR) see: Stephen Cullen, and Geoff Lindsay, 'Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 1, UniTracks Launch Day, Saturday, 14<sup>th</sup> November 2015', CEDAR, Coventry, 2 February, 2016; and Stephen Cullen, 'Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 2: The Big Deal Enterprise Challenge', CEDAR, Coventry, 19 July, 2016.

similar project, but with a different, non-business, focus. As a result, Shooting the Past was offered as an alternative to the Big Deal competition in 2016.

The Shooting the Past competition was organised by UniTracks and staff from the University of Warwick's Modern Records Centre (MRC), and the Department of Film and Television Studies. UniTracks members were UniTracks members were told that Shooting the Past involved:

'Working with the MRC (Modern Records Centre), and the department of Film & TV Studies and History, you will have the chance to develop skills relevant in all these subject areas and related disciplines such as sociology and law! This is a great opportunity for you to get hands-on experience in an internationally-renowned archive, experience a lecture and seminar by academics at the top of their field, and undertake an independent research project.'<sup>2</sup>

The theme of Shooting the Past was related to political protest in the UK in the late 20<sup>TH</sup> Century. Teams from five schools were recruited to Shooting the Past, and a launch day was held at the University on Saturday, 23<sup>rd</sup> January, which was to be followed by ten weeks of activities and a competition day on 8<sup>th</sup> April, 2016, when teams were expected to present a pitch for a film idea. The Shooting the Past weekly schedule is reproduced in Table 1.

---

<sup>2</sup> E-mail from UniTracks to UniTracks' members, January, 2016.

Table 1: Shooting the Past, Weekly Schedule.

Week	Student Tasks
Week 1 (23 January)	<p>Launch event on campus. Learn how to use archive materials. Participants choose material(s) from the archive which can be digitised for them.</p> <p><b><i>Working towards creating a pitch for a 10 minute film; for the pitch, teams to produce 1 scene of around 2-3 pages</i></b></p>
Week 2 (1 February)	<p><i>Task</i></p> <ul style="list-style-type: none"> <li>• Submit a group film critique</li> </ul> <p><i>Actions</i></p> <ul style="list-style-type: none"> <li>• Write up your notes from the film</li> <li>• Liaise with group to come up with a consensus 'critique'</li> <li>• Put your submission on the blog</li> </ul>
Week 3 (8 February)	<p><i>Task</i></p> <ul style="list-style-type: none"> <li>• Attend a webinar on 'Creativity' on Wednesday 8<sup>th</sup> February (twilight session)</li> </ul>
Week 4 (15 February)	<p><i>Task</i></p> <ul style="list-style-type: none"> <li>• Archive Research</li> </ul> <p><i>Actions</i></p> <ul style="list-style-type: none"> <li>• Conduct online research to find articles/archive materials relating to gender/pay equality</li> <li>• Write a short paragraph on why you have chosen this material, and share with your group</li> <li>• Submit your paragraphs via the blog</li> </ul>
Week 5 (22 February)	<p><i>Task</i></p> <ul style="list-style-type: none"> <li>• Virtual Drop in with StP Project Staff</li> </ul> <p><i>Actions</i></p> <ul style="list-style-type: none"> <li>• Agree mutual time with Project Staff and your group</li> <li>• Attend Virtual Drop-In and feedback on previous week's task</li> </ul>
Week 6 (29 February)	<p><i>Task</i></p> <ul style="list-style-type: none"> <li>• Attend a webinar on Screenwriting (TBC)</li> </ul>
Week 7 (7 March)	<p><i>Task</i></p> <ul style="list-style-type: none"> <li>• Writing your script</li> </ul> <p><i>Actions</i></p> <ul style="list-style-type: none"> <li>• Put together the script for your 10 minute film</li> </ul>
Week 8 (14 March)	<p><i>Task</i></p> <ul style="list-style-type: none"> <li>• Virtual Drop in with 'historical consultant'</li> </ul> <p><i>Actions</i></p>

	<ul style="list-style-type: none"> <li>• Agree mutual time with historical consultant and your group</li> <li>• Attend Virtual Drop-In and get feedback on the historical aspect of your film pitch</li> <li>• Watch Storyboarding Video</li> </ul>
Week 9 (21 March)	<p><i>Task</i></p> <ul style="list-style-type: none"> <li>• Write your Pitch!</li> </ul> <p><i>Actions</i></p> <ul style="list-style-type: none"> <li>• Allocate roles – who’s doing what in the pitch</li> <li>• Read up on ‘top tips for pitching/presenting’</li> </ul>
Week 10 (29 March)	<p><i>Task</i></p> <ul style="list-style-type: none"> <li>• Virtual Drop-In with StP Project Staff</li> </ul> <p><i>Actions</i></p> <ul style="list-style-type: none"> <li>• Agree a mutual time with project staff to discuss preparations for your pitch presentation</li> </ul>
Week 11 (4 April)	<p>Friday 8 April</p> <ul style="list-style-type: none"> <li>• Travel to Warwick</li> <li>• Present pitch to judges</li> <li>• Find out winners &amp; celebrate</li> </ul>

Schools and teams were recruited, and the Launch Day was held on Saturday, 23 January, with 14 young people attending from four schools. However, by the middle of February it had become clear that not enough teams and young people would be progressing with Shooting the Past to enable it to run as a competition. Subsequently, the project came to an early end.

## 2.The evaluation

### 2.1 The evaluation process

CEDAR began the process of evaluating Shooting the Past, and data was collected before the project was cancelled. Fourteen school students completing Shooting the Past Launch Day questionnaires, and two teachers were interviewed in February (interview schedules and questionnaire are reproduced in Appendix 1a and 1b).



## 2.2 This report

This short report presents findings from the data gathered prior to the early ending of Shooting the Past. The intention is to highlight views regarding expectations, hopes and issues related to the attempt to run a non-business option for Y10 UniTracks young people. It may be that the small amount of data gathered can contribute to planning for future non-business competition offers.

## 3. Teacher views

### 3.1 Schools and support for UniTracks and Shooting the Past

The interviews with the two teachers (of five approached) took place after the decision to change the Shooting the Past offer. Neither of the interviewees were aware that there had been a change, and, in one case, the school teacher still thought the competition was running. This school had also failed to facilitate their UniTracks' members attending the UniTracks launch:

'We didn't end up sending anybody along to the day [Shooting the Past launch] from this school [...] We managed to get some students registered, but then none of them went to the UniTracks launch day either because it wasn't co-ordinated at our end. There just wasn't the capacity here.' (ST2).

Both interviewees gave accounts of the support for UniTracks, Shooting the Past and, in one case, for supporting school students into highly rated, research active universities that suggested that senior management buy-in was not as complete as it might have been. The same issue was apparent in a minority of schools for the Big Deal competition, and

recommendations relating to a UniTracks-School 'contract' were made in the evaluation report<sup>3</sup>.

### 3.2 The attraction of Shooting the Past, and engagement issues

Shooting the Past was offered in 2016 as an alternative to the business and enterprise focused Big Deal competition. This was welcomed by both the teacher interviewees, particularly by the teacher from a school with an already extensive programme of business-focused activity and co-curricular offers. In this case, the teacher explained:

'Our students take part in activities like that [business-focused] from Year 7, so that's why Shooting the Past is more interesting and one of the parts of our strategy is that lots of our students have very narrow ranges of reference in terms of future careers and in terms of the value of certain degrees [...] we need to diversify the aspirations of our students'. (ST2)

The second teacher presented a less strongly positive reason for the school's engagement with the competition, saying that the school had 'failed to enthuse the students to join with the Big Deal' (ST1). This school received additional UniTracks support to 'enthuse' its students, but the teacher admitted that the school faced a problem among its young people in that 'they're scared of the whole coming to Warwick [idea], and that's a big thing [problem] as well', (ST1). The school itself appeared to be very much in the developing stage of its strategy to encourage its young people to take advantage of university outreach

---

<sup>3</sup> Cullen, 'Evaluation of the University of Warwick's outreach programme, UniTracks: The Warwick Young Achievers' Programme: Report 2: The Big Deal Enterprise Challenge', pp.54-55.

offers. One of the young people, who had been part of the school's Shooting the Past team, withdrew from the team because: 'basically it was a lack of interest in the project: she didn't like business, she didn't like science, and she didn't want to do the media thing [Shooting the Past]' (ST1). This low level of engagement by a school student who has been identified as being 'gifted and talented', and was accepted onto UniTracks, indicates that there are cases, and, perhaps, schools, that may need particular support to take full advantage of UniTracks.

### 3.3 Learning from teacher interviews

The two interviews provided a small snapshot of two schools' engagement with Shooting the Past. Although both interviewees indicated that they were pleased that Shooting the Past had been offered as an alternative to the business-focused competition, there were a number of issues revealed in the interviews. These were:

- Need for improved communication – neither of the interviewees were aware that Shooting the Past was no longer being offered as originally planned.
- Confusion and ineffective support for the project on the part of the schools. This issue also appeared in relation to the Big Deal competition. Schools may need clearer, stronger briefings on what is expected of them, with a UniTracks-school 'contract' being considered.
- One of the school teachers gave an account of gifted and talented provision in the school that showed it had only begun to address barriers to engagement with widening participation outreach by the school's students. This school had received additional, on site, UniTracks' support which was a good example of UniTracks' commitment to widening participation. Nonetheless, it may be that an enhanced intervention could be available for such schools, with the aim of underpinning school student engagement with Warwick's widening participation offers.

## 4. School students' views

### 4.1 Launch day questionnaire

All 14 UniTracks young people (11 female and three male) who attended the Shooting the Past Launch Day at Warwick on 23<sup>rd</sup> January, 2016, completed the evaluation questionnaire (see Appendix 1a). There were four sections to the questionnaire, with a total of 20 questions, each with a five point Likert scale response. The sections referred to expectations about the launch day itself; reasons for choosing to opt for Shooting the Past rather than the Big Deal; expectations relating to the ten weeks of working as team, and of the Shooting the Past experience. All of these questions were answered by all the respondents. In addition, there was an open question; however, none of the young people entered a response to the open question. The data from the launch day questionnaire was the only data gathered from the young people prior to the withdrawing of the Shooting the Past offer. The results are presented here for each of the four sections of the questionnaire.

#### 4.1.1 The Launch Day

Nine of the 14 respondents indicated that they 'neither agreed nor disagreed' with the statement that 'I know what to expect today'. This, perhaps, suggests that they had received little information about the launch day prior to attendance. However, they were optimistic that the launch day would tell them all they wanted to know about Shooting the Past (9 'agreed' or 'totally agreed'), and that it would tell them all they needed to know in order to start work on the project (10 'agreed' or 'totally agreed').

#### 4.1.2 Choosing to do Shooting the Past rather than Big Deal

Interestingly, only one respondent indicated that they 'totally agreed' with the statement that they chose Shooting the Past because 'I did not want to do a business or entrepreneurial project'. Of the other respondents, seven neither agreed nor disagreed, and

six 'disagreed'. Without further data, it is difficult to say why this was, but it suggests, perhaps, that the choice of Shooting the Past was not always, nor usually, made on the grounds that the respondents did not want to take part in a competition like the Big Deal. It does not seem, either, that the choice of Shooting the Past was made because schools could not support the Big Deal, as no respondents 'agreed' or 'totally agreed' with the statement, 'my school could only help with the Shooting the Past project'.

There was a larger number of respondents who indicated that it was the history aspect (six) rather than the film and visual media (three) aspects which attracted them to Shooting the Past, but in both case the 'neither agree nor disagree' and 'disagree' responses were more prominent (eight and 11). The most positive response came to the statement, 'I thought the skills associated with Shooting the Past would be useful for me', with seven 'agreeing', and seven 'neither agree nor disagree'.

#### 4.1.3 Working in a Shooting the Past team

The responses to the eight statements relating to expectations of working in a Shooting the Past team were the most positive of the questionnaire. In total 85 'agree' responses were made to statements relating to expectations of having an enjoyable time, expecting to work hard, learn new team skills, new skills relating to history, new presentation skills, new writing, organisational and analytical skills. There were no 'disagree' or 'totally disagree' responses, and 25 'neither agreed nor disagreed'. The respondents appear, then, to have had high expectations of Shooting the Past as a vehicle for learning new skills. They were also expecting to work hard and enjoy the experience.

#### 4.1.4 Expectations of taking part in Shooting the Past

This section of the questionnaire contained four statements relating to the expected possible impact of taking part in Shooting the Past. These were: making respondents interested in a career in visual media; provide skills useful for school; provide skills useful for post-school careers; change ideas about the respondents' futures. Responses showed that the stronger expectations were that being involved in Shooting the Past would add to the skills set that the young people had, in relation to school and post-school careers. Twelve respondents 'agreed' that they would be provided with new skills useful for school, and seven 'agreed' that it would provide skills useful for post-school careers. Respondents were less positive in their responses to changing ideas about careers, with five respondents 'totally disagreeing' or 'disagreeing' to the statement, and four 'disagreeing' to the statement regarding a career in visual media.

## 5. Summary

Shooting the Past was offered for the first time in 2016, as a non-business alternative to UniTracks' long-term Year 10 offer of the Big Deal Competition. Shooting the Past was launched, with teams from five schools having committed to the competition.

Unfortunately, the competition did not progress, and was eventually cancelled. CEDAR began an evaluation of Shooting the Past, but only a small amount of data was collected before the competition was withdrawn. The data that was collected is presented here in this short report as a snapshot of teacher and UniTracks' members views. A small number of learning points from the school teacher interviews are given on p.9 above. For the young people, their questionnaire responses indicated that they had no particular bias against taking part in a business or entrepreneurial competition; that they were expecting to work hard with their Shooting the Past team; and that they most hoped to gain new skills from the experience.

## Appendix 1a: Launch Day questionnaire:

*Figures refer to responses to each question. 14 respondents completed all closed questions.*

**UniTracks**  
***Shooting the Past* Launch Day Event**  
**University of Warwick**  
**Saturday, 23<sup>rd</sup> January, 2016.**

To help the University of Warwick develop and improve UniTracks, the *Centre for Educational Development, Appraisal & Research* (CEDAR) at Warwick is evaluating all aspects of UniTracks. It would be very helpful if you could complete this evaluation questionnaire at the beginning of ***Shooting the Past*** Launch Day, and another at the end of the ten weeks of ***Shooting the Past***. You don't have to complete the questionnaire, but by doing so you will be contributing to the on-going improvements to the UniTracks programme. All the information collected will be held securely, is confidential, and will be reported without using names of individuals or schools.

**The identity details requested below help us to match the 'before' and 'after' questionnaires for *Shooting the Past*:**

Given name:
Family name:
School:

Gender:

Male:

Female:

Year Group:

### 1. The Launch Day.

(Tick one box in response to each statement.)

	Totally Disagree	Disagree	Neither agree nor disagree	Agree	Totally Agree
1a. I know what to expect today.		1	9	4	
1b. I think the Launch Day will tell me all I want to know about <b><i>Shooting the Past</i></b> .			5	9	1
1c. I think the Launch Day will give me all I need to know to start work on my group's <b><i>Shooting the Past</i></b> project.			5	9	1



## 2. Choosing to do *Shooting the Past*

(Tick one box in response to each statement.)

**I chose to do *Shooting the Past* rather than the 'Big Deal' competition because:**

	Totally Disagree	Disagree	Neither agree nor disagree	Agree	Totally Agree
2a. I did not want to do a business or entrepreneurial project.		6	7		1
2b. My school could only help me with the <i>Shooting the Past</i> project.	3	5	7		
2c. I am interested in film and visual media.		2	9	3	
2d. I am interested in history.		2	6	5	1
2e. I thought the skills associated with <i>Shooting the Past</i> would be useful for me.			7	7	

## 3. Working in a *Shooting the Past* team

(Tick one box in response to each statement.)

**Thinking about the next ten weeks working with other students in your *Shooting the Past* team, do you think that:**

	Totally Disagree	Disagree	Neither agree nor disagree	Agree	Totally Agree
3a. You will have an enjoyable time.			2	12	
3b. You will have to work hard.			4	10	
3c. You will learn new team working skills.			1	12	

3d. You will learn new skills relating to history.			2	12	1
3e. You will learn new presentation skills.			5	8	
3f. You will learn new writing skills.			6	9	
3g. You will learn new organisational skills.			1	14	
3h. You will learn new analytical skills.			5	7	1

<b>4. Your expectations of the taking part in <i>Shooting the Past</i></b> (Tick one box in response to each statement.)					
<b>Do you think that being involved in <i>Shooting the Past</i> will:</b>					
	Totally Disagree	Disagree	Neither agree nor disagree	Agree	Totally Agree
4a. Make you interested in a career in film, TV, or visual media.		4	7	3	
4b. Provide you with skills that will be useful at school.			2	12	
4c. Provide you with skills that will help you in your post-school career.		1	6	7	
4d. Possibly change your ideas about your future.	2	3	6	3	

**5. What else would you like to tell us?**

Use this space to add anything else that you think we should know about. You can comment on UniTracks so far, or ***Shooting the Past***, or anything that you are concerned about, or are pleased about.

Thanks for helping with this evaluation!



For further information about this evaluation, please contact: Dr Stephen Cullen, Senior Research Fellow, CEDAR, University of Warwick, Coventry, CV4 7AL. [S.M.Cullen@warwick.ac.uk](mailto:S.M.Cullen@warwick.ac.uk)

## Appendix 1b: School staff semi-structured interview schedule

### **'Shooting the Past'**

**Saturday 23 January – Friday, 8 April, 2016**

#### **School staff initial interview schedule**

- Talk through Information Sheet and Consent. Assure confidentiality. Explain what the evaluation is.
- Ask permission to record. Explain you will be taking notes too (if you want to).

#### ***Getting involved in UniTracks and 'Shooting the Past'***

- 1. Could you please tell me the background to how your school became involved in UniTracks, and what your role is with regard to UniTracks and Shooting the Past?**

Prompts:

- What role do you have in connection with gifted and talented provision at your school?
- Could you tell me about the processes whereby the young people were chosen for UniTracks this year (Year 10 pupils, Cohort 11)?
- With regard to the Shooting the Past, what was the response of the young people – were they interested/keen from the start?
- Did some of the young people want to do the Big Deal instead?
- How supportive is the school with regard to your involvement with the Shooting the Past team?

#### ***Running Big Deal***

- 2. Could you tell me how you are finding the experience of fitting your Shooting the Past responsibilities in with your normal teaching and school duties?**

Prompts:

- Are there ways that your involvement in the Shooting the Past could have been facilitated more effectively by the school?
- Were there any difficulties that made running the team problematic for you?

- Were there any time issues for you?

***Advice and help***

**3. Could you tell me about the Shooting the Past Launch Day (23rd January) at the University of Warwick?**

Prompts:

- Was it useful to you?
- Did the young people find it useful?
- What were the most helpful parts of the day, and what could have been improved?

**4a How have the team members been using the Shooting the Past blog site?**

Prompts:

- Has it been easy to use?
- Have they used it frequently?
- How did the team decide to divide up their use of the site?
- What are the positive and negative features of the site?

**4b. Could you tell me a little about the tasks the young people are given – do you think they are helpful tasks, are they challenging for the team?**

Prompts:

- Could you give me an example of one of the tasks, and how the team responded to it? Did it help the team move their work forward?

**5. Could you tell me how you think the team's work with the tutors (the academics from Warwick) is progressing?**

Prompts:

- Could you tell me how the team got on with the tutors at the Launch event?

- How has those relationships worked since?
- What do you think are the strengths of having these type of mentors for the young people?

### **Outcomes**

**6a Thinking about the entire Shooting the Past project, and its different aspects, what do you think the benefits are for the young people from taking part in the competition?**

Prompts:

- Benefits in terms of the Shooting the Past objectives:
  - Learning about history, about media
  - Learning to work as a team
  - The experience of e-mentoring (student & business)
- Benefits in terms of wider objectives:
  - Young people's team skills
  - Young people's confidence
  - Young people and their thoughts about their future.

**6b Are there any drawbacks for the young people in being involved in the Shooting the Past competition?**

Prompts:

- In term of their work load, and 'down time'?
- Response of other members of the school, their friends, teachers?

### **Overall**

**6. Is there anything else that you would like to say about the Shooting the Past or anything that you think that has not been covered?**

Thanks.